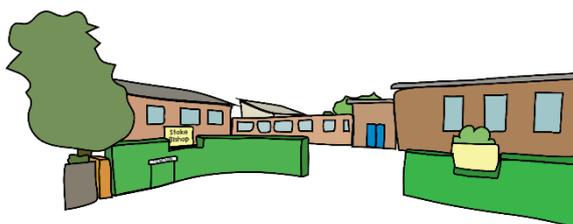


Stoke Bishop CofE Primary School



Behaviour Policy



'Believing it's Possible'

Our community sits between two rivers that have historically supported growth and success. Working together with trust and passion, we learn, grow and thrive as we embrace the possibilities of life's journey:

Understanding that,

"Wherever the river flows, life will flourish" – Ezekiel 47:9

COVID 19

Behaviour Policy

Due to new routines / structures being put into place,
this temporary Behaviour Policy supersedes the currently
approved Behaviour Policy

JUNE 2020

Courage

Grace

Integrity

Passion

Rationale

The aim of this policy is to:

- Promote a positive culture within the whole community that is supported by the positive, self-perceptions of individuals.
- For children to explicitly promote appropriate behaviour in supporting and enabling themselves and others. These are encapsulated through the language and practise of our school values – **Courage, Grace, Integrity and Passion**
- To be an effective reference point for all adults within the school community as to their role in supporting a positive appropriate behaviour culture.

*Stoke Bishop CofE Primary School is a Christian school and as such, believes in **Forgiveness** as a key element of resolving behavioural issues. This policy applies throughout the school day. It is the responsibility of the school at all times to deal with issues relating to behaviour on the school premises. Parents should be able to address all their concerns to the school.*

Purpose

- Helping every child develop a pride in themselves, their class and the school as a whole.
- Creating a caring, compassionate environment where there is mutual respect and trust amongst all members of the school community.
- Supporting quality learning and teaching opportunities for everyone in school.
- Working positively with parents to promote a strong behaviour culture.
- Taking pride in our school environment and showing respect for the property of others.
- Supporting and reinforcing efforts to behave positively and learn well.

A Positive Learning Culture

- Every member of school is responsible for creating a positive culture that sets clear expectations for how we behave individually and as groups towards others.
- The school values are designed to promote and recognise that positive culture in how we all treat each other.
- By positively reinforcing good behaviour, expectations are modelled across the school.
- Every child has good behaviour recognised and begins afresh each day.
- All staff recognise good behaviour through praise and rewards.
- Each Hub and class agrees a code of conduct that draws on their understanding of what 'acceptable behaviour' looks like
- Every Hub has a consistent approach to class rewards that recognise both personal and group learning.
- Staff make a professional judgement as to when it is appropriate to contact parents/carers about their child's behaviour and would look to include them in whatever way it might be helpful.
- Any concerns regarding behaviour will be communicated with parents on a daily basis.
- Positive behaviour will be rewarded within the class they are working in.

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A Single Process

To provide clarity we use the following single process to help children develop their understanding of how behaviour supports effective learning. This process is to be followed by all adults in school except at lunchtime, where strategies are slightly different:

- Children are reminded clearly of expected behaviour through reference to the agreed class codes of conduct. This applies to any low-level behaviour that is deemed to disrupt the learning.
- No warnings will be given for unacceptable behaviour
- If the behaviour continues the Head or Deputy will be called using the class walkie talkie, or mobile phone, and the child removed from the classroom / area of the school grounds. The parents will be contacted and informed of their child's behaviour and will be asked to collect them from school. The Head will inform the parent when the child may return to school.
- Children will not be sent to the Head Teacher as a punishment, or kept inside to miss their break or lunchtime, as this would mean leaving their class / bubble.
- Parents will be contacted where there are a number of small incidents to agree expectations regarding how the child will continue to attend school.

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010), rational, reasonable, fair and proportionate. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school – 'Guidance – Actions for schools during the Coronavirus outbreak. Updated 3rd June 2020'

We believe that children have the right to make mistakes and to learn from them through guidance and support. As such, we therefore aim to engage parents in discussion around behaviour, only when it is deemed it a helpful part of the learning process. A request to discuss behaviour is not judgemental of the child or parents, merely an endeavour to support all the adults and children involved.

Staff also endeavour to notify parents of significant improvements in behaviour

At all times the class teacher has responsibility for ensuring a positive learning environment is in place which may result in them using a range of strategies to achieve this. The aim is always to focus on and reward those children who are demonstrating the behaviours that enable them and their peers to be successful in their learning.

The current strategies used by the Hubs include the use of House points in lessons, along with the stickers and certificates.

Lunchtimes

It is expected that the culture of positive behaviour continues through lunchtime as with any other part of the day. To support this, their class teacher or Teaching Assistant will be supervising them.

There is a specific principle of 'Managed Risk' in place that encourages children to explore some of the physical challenges available whilst teaching them to understand the nature of risks, both to themselves and others.

- Adults will intervene and resolve issues as appropriate.

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- Children may be given a 5 minute time out against the wall to reflect on their behaviour, within the area / zone they are in.
- Significant incidence or behaviour will result in either the Head or Deputy being called for. The normal process of sanction and communication with parents will then be followed, if required.

Children with Behaviour Needs

We ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have Special Needs this will often be achieved through small steps. Some children with Special Needs and, or Mental Health issues, may require an Individual Behaviour Plan which will have different targets, rewards and sanctions. This has to be flexible and therefore may differ from the Behaviour policy. At the same time the needs of all children are taken into account when devising strategies to support individuals. The aim is to support children in becoming part of the inclusive culture, not to maintain a situation where they sit outside it.

Reflection Room

We are currently unable to offer a reflection room currently, due to the risk of mixing children with others from other classes / bubbles.

Extreme or significant Behaviours

In dealing with Significant Behaviour issues, adults should at all times aim to deflate the situation and, in their actions, consider the safety and emotional impact of all children, other adults and themselves. This is also expected of parents in how they deal with their child, other children and members of staff. On occasions where an incident takes place that involves extreme behaviour the procedure will be recorded and additional interventions can be instigated.

The intent should always be to support children in demonstrating the correct behaviour but if strategies are not successful, or behaviour is deemed to be extreme in the context of school, ultimately a period of exclusion will be considered following Bristol's guidelines. This will always involve direct discussions between school and parents and information is also provided on an exclusion letter to explain how parents / carers can be supported in this process.

Major incident

In this instance a major incident is one where serious harm or injury (this could be physical or mental) has resulted due to aggressive, dangerous or manipulative behaviour by a child. In such circumstances the Headteacher or person acting in the Headteacher's absence should be called immediately.

Where there is injury, First Aid support should also be immediately summoned. First Aid and the safety of all children takes precedence over anything else. Should the incident be due to a child's behaviour that child will be removed by the Head or Deputy. In certain circumstances the Headteacher may deem it necessary to contact the Police to ensure the incident is addressed in an appropriate manner.

It is the responsibility of all adults, both parents and teaching staff, to support a positive learning culture through modelling and promoting appropriate behaviours.

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